



In This Guide

In this guide, you will find language arts and science lessons for the stories in the March issue of EXPLORER PIONEER.

Explorer Magazine

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Beaver Builders

LANGUAGE ARTS

Objectives

- Students will create sketches to understand the meaning of unfamiliar words.
- Students will know and use various text features to locate key facts or information efficiently.

Resources

- Vocabulary Assessment Master (page 6)
- Language Arts Assessment Master (page 7)

Summary

- The article “Beaver Builders ” introduces students to beavers and examines how these animals change land and water in their environment.

BUILD VOCABULARY AND CONCEPTS

- **dam**
- **domed**
- **lodge**
- **predator**

Display the vocabulary words on a word wall or on the whiteboard. Tell students that when they read they will come across words they don't know. Remind them that using context clues such as the sentences before and after an unknown word and photographs on the page can help them figure out what the unfamiliar word means.

Invite a volunteer to read aloud the definition of **dam** in the Wordwise feature on page 9 of the article. Examine this word in context. Then give each student a copy of the **Vocabulary Assessment Master**. Instruct students to write the word's definition. Have them review the images in the article to find a picture of a dam. Discuss what a dam looks like. Then tell students to draw a picture of a dam on their worksheets to help them remember what the word means. Examine the other words in this same way.

READ

Inform students that in this article they will read about beavers and how they change the land and water as they build their homes.

Display pages 2-3 of the projectable magazine. Ask students what type of animal is shown in the photo. (beaver) Then ask what the beaver is doing. (building) Highlight the article's headline. **Ask:** *How many of you used the article's headline to answer these questions?* Guide the class to recognize that a headline is a text feature that helps readers locate key facts quickly.

Point out that this article contains many other text features that help in this way, too. Model how to identify and use text features to learn about a topic. **Say:** *A beaver is a brown animal with long claws and a black nose. I know this because the photograph shows me what a beaver looks like. Beavers chew trees. The photo shows me that, too.*

Have students review the article to identify captions, bold print, subheads, labels, a diagram, and the glossary. Discuss how each text feature can help readers get information quickly.

Give each student a copy of the **Language Arts Assessment Master**. Have students read the article on their own. As they do, instruct them to record one key fact they learned from each type of text feature in the article.

LANGUAGE ARTS

TURN AND TALK

Have students turn and talk to discuss what they learned about beavers. **Ask:** *Where do beavers build their homes? (in the water) What do they build their homes out of? (tree branches, grass, and mud) Why do they build their homes near deep water? (to stay safe from predators)*

- **Interpret Visual Information** Explain to students that reading definitions tells people what words mean. But sometimes readers have to "see" words to really understand them. Point out that this is exactly what they did when they drew sketches of the vocabulary words in the article. They drew the words in a way that had meaning to them. Instruct students to turn and share the sketches they created on their **Vocabulary Assessment Masters** in small groups. Encourage them to explain how their drawings reflect the meaning of each word.

- **Using Text Features** After reading the article, divide the class into small groups. Instruct students to ask each other questions about beavers. Encourage them to use the information they recorded on their **Language Arts Assessment Masters** to find the answers. Rejoin as a class. Discuss how using various text elements helped them quickly locate key information about beavers.

WRITE AND ASSESS

You may want students to write about what they learned to assess understanding. Encourage students to reflect upon what they read and how it affected their ideas about the topic.

- *Where do beavers live?*
- *Who lives in the lodge with the beaver?*
- *What surprised you about what you read?*

SCIENCE

Objectives

- Students will learn how beavers build their homes.
- Students will understand how beavers and other living things can change land and water.

Resources

- Content Assessment Master (page 8)
- "Changing a Place" poster (Teacher's Edition)
- Comprehension Check (page 9)

Science Background

Beavers are herbivores found throughout North America. Adult beavers weigh about 27 kg. Their bodies can grow to 100 cm long, and their flat and nearly hairless tails can add another 20 to 30.5 cm to that length. Beavers are the largest rodents found on the continent.

Beavers have bodies covered with brown fur. They have long, sharp claws on their front feet. Their back feet are webbed. They slowly waddle while on land but are efficient swimmers in the water. A beaver can swim up to 8 km per hour.

Although beavers will burrow in the banks of rivers and lakes, they are well-known for ability to build dams and lodges. They gnaw down trees with their sharp front teeth and pile branches and sticks across a river or stream to create a dam. This blocks the flow of water and creates a deep pond.

Beaver homes, called lodges, are shaped like a dome. They are often constructed in the middle of ponds where it is safest. The only way to enter a lodge is through an underwater entrance.

ENGAGE

Tap Prior Knowledge

Ask students if they've ever heard the expression "busy as a beaver." Inform the class that this expression is often used to describe someone who is hardworking. Encourage students to share their ideas about why that is.

EXPLORE

Preview the Lesson

Display pages 2-3 of the projectable magazine. Read aloud the text. **Ask:** *What is this beaver doing? (chewing on a tree) Why? (It's building a home.)* Encourage students to share what they know about how beavers build homes on the water.

Set a Purpose and Read

Have students read the article to learn how beavers build their homes and understand how beavers and other animals can change land and water.

EXPLAIN

Understanding How Beavers Build Lodges

Display page 5 of the projectable magazine. Point out the dam and the pond in the photo. **Say:** *This dam looks like a wall of sticks. It's not. A beaver built this dam on purpose. Now it can build an underwater home.* Display the diagram on pages 6-7. Point out the dam and river. **Say:** *This is all you saw in the other photo. The beaver built the dam to stop the flow of water and form a deep pond. It built a lodge in the pond.* Point out the sticks on top of the lodge. Read aloud the caption to explain why mud and grass are important. Invite students to describe in their own words how a beaver builds a lodge for its family.

SCIENCE

EXPLAIN

(continued)

How Living Things Change Land and Water

Display the "Changing a Place" poster. Inform students that some living things change the places where they live. Zoom in on the photo and caption of the prairie dog. Read the information aloud. Ask students if they've ever seen an animal change the land in this way. Zoom in on the other photos to examine how other living things can change land and water. Then give each student a copy of the **Content Assessment Master**. Instruct students to write sentences telling how four different living things change the places where they live. Challenge them to tell how they change the land, water, or both.

ELABORATE

Find Out More

Point out to the class that beavers change both land and water when they build their homes. This alters the environment for many other living things. As a class, conduct research to learn the impact beaver construction has on other organisms living nearby.

Extend Your Thinking About Beavers

Display the diagram on pages 6-7. Discuss reasons why a home like this works for beavers, which are good swimmers but cannot breathe underwater. Ask students why the design makes it hard for other animals to get in. Challenge them to explain why the lodge has two exits.

EVALUATE

Have students record their answers to the assessment questions in their science notebooks or on a separate sheet of paper.

- *What is the difference between a lodge and a dam? (A dam is a structure built across a river to stop water from flowing. A lodge is the place where a beaver lives.)*
- *What makes lodges stay warm in cold weather? (Mud in the walls freezes, keeping the lodge warm.)*
- *What do beavers do in their lodges? (They eat, sleep, and play. Young beavers are born there.)*

If you wish, have students complete the **Comprehension Check** to assess their knowledge of concepts mentioned in the article.

VOCABULARY ASSESSMENT: Beaver Builders

Record the definition of each vocabulary word. Create a sketch to help you remember what each word means.

Word	Definition	Sketch
dam		
domed		
lodge		
predator		

LANGUAGE ARTS ASSESSMENT: Beaver Builders

Record one key fact you learned from each type of text feature in the article.

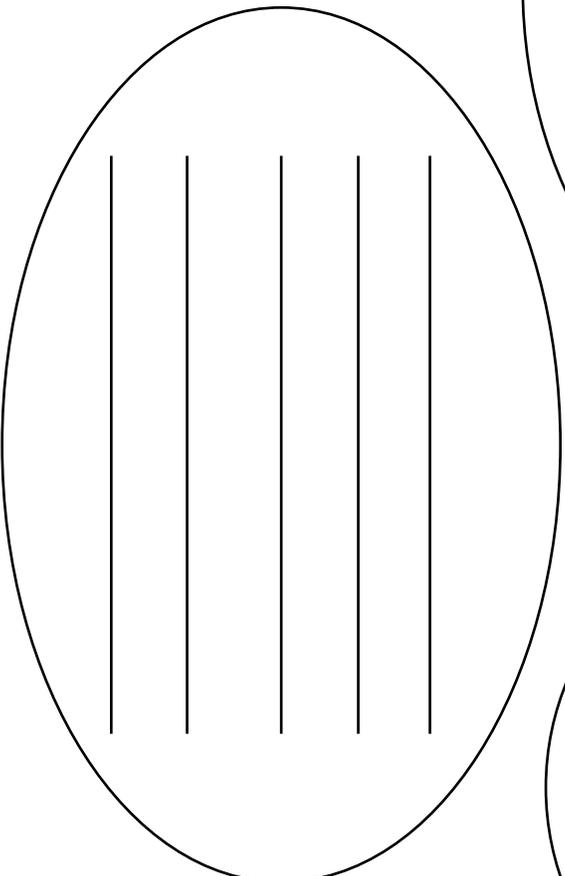
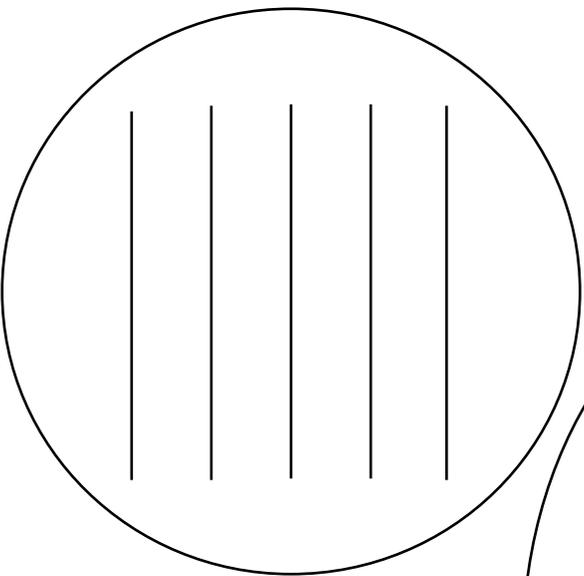
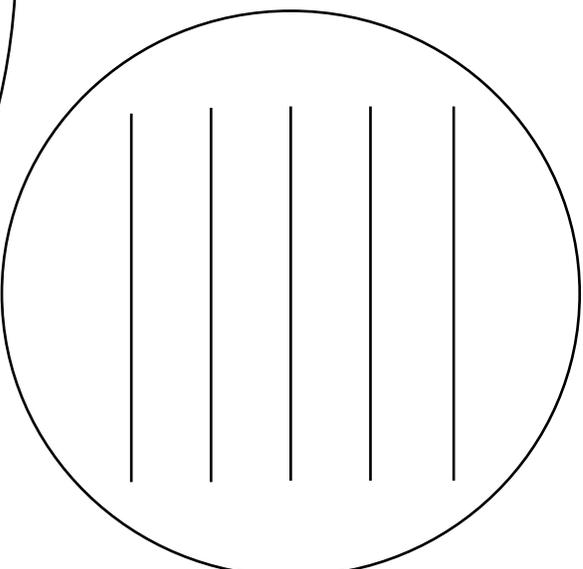
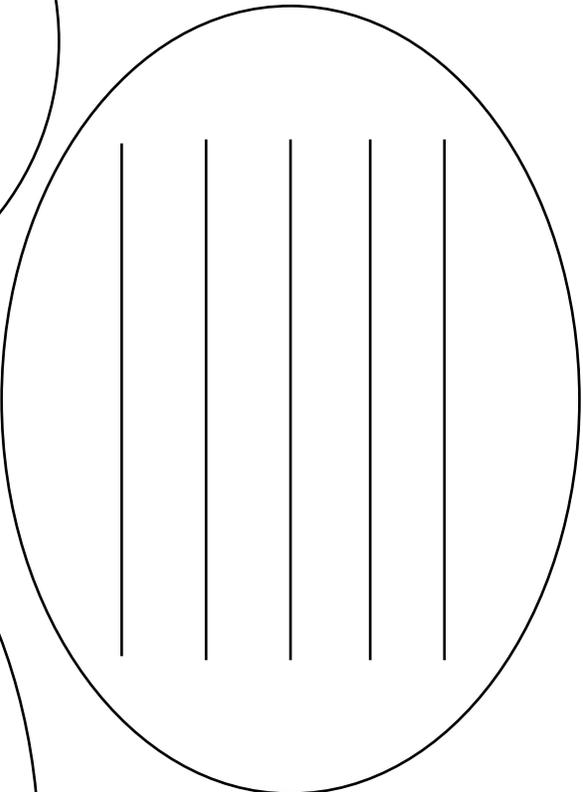
Text Feature	Fact
headline	
photo	
caption	
bold print	
subhead	
label	
diagram	
glossary	

Name _____

Date _____

CONTENT ASSESSMENT: Beaver Builders

Write sentences to tell how four living things change the places where they live. Tell how they change the land, water, or both.



COMPREHENSION CHECK: Beaver Builders

Read each question. Fill in the circle next to the correct answer or write your response on the lines.

1. What does a beaver dam look like?
A a room
B a wall
C a ceiling

2. How do beavers change the land?
A They build their homes on land.
B They chew down trees.
C They create domes.

3. What do beavers use to make dams stronger?
A cement
B water
C grass and mud

4. Where is a lodge entrance located?
A underwater
B on land
C on top of the dome

5. Tell how rivers change after beavers build their dams.

A Day at the Beach

LANGUAGE ARTS

Objectives

- Students will use definitions and illustrations to understand unfamiliar words.
- Students will identify the author's purpose for writing the text.

Resources

- Vocabulary Assessment Master (page 14)
- Language Arts Assessment Master (page 15)

Summary

- The article "A Day at the Beach" explains how matter can be described and classified by its observable properties.

BUILD VOCABULARY AND CONCEPTS

- **gas**
- **liquid**
- **matter**
- **solid**

Display the Wordwise feature on page 15 of the projectable magazine. Invite volunteers to read aloud the words and their definitions. As a class, scan the article to find examples that illustrate what each word means.

Give each student a copy of the **Vocabulary Assessment Master**. Have students record the words and their definitions. Then have them draw a picture of a day at the beach. Instruct students to include labels that identify one example for each vocabulary word.

READ

Display pages 10-11 of the projectable magazine. Allow students to see the headline and photo, but cover the text. Ask students what they think this article is about and why the writer wrote it. Encourage them to describe what they expect to read.

Then uncover the text. Invite a volunteer to read it aloud. Compare the text to students' expectations for the article. **Say:** *People write for different reasons. Sometimes they want to inform, or teach readers about a new topic. Sometimes they want to persuade by expressing an opinion. And sometimes they just want to entertain readers with a good story.*

Give each student a copy of the **Language Arts Assessment Master**. Have students read the article on their own. As they do, challenge them to find evidence that identifies the author's purpose for writing the article. Instruct students to record those reasons on their worksheets.

A Day at the Beach

LANGUAGE ARTS

TURN AND TALK

Have students turn and talk to discuss what they learned about the four vocabulary words. Encourage them to compare their drawings in small groups. Did they draw and label the same items for each word? Did they recognize that everything in their pictures is a type of matter? Discuss reasons why a beach is a good setting to explore these scientific ideas.

- **Recognizing the Author's Purpose** Invite volunteers to tell if they thought the writer wrote this article to inform, entertain, or persuade. Encourage them to use the information on their **Language Arts Assessment Masters** to support their ideas. Then guide the class to recognize that the writer's intent was to inform. **Say:** *In this article, Richard Easby isn't trying to convince you that certain things are matter. And he isn't telling a story about different types of matter. There are no characters, and there is no plot to follow. Instead, he uses the beach to explain to readers what matter is. He included definitions and examples to help you understand.* Invite students to share what they learned about matter.

WRITE AND ASSESS

You may want students to write about what they learned to assess understanding. Encourage students to reflect upon what they read and how it affected their ideas about the topic.

- *What is matter?*
- *What are three types of matter?*
- *What surprised you about what you read?*

SCIENCE

Objectives

- Students will understand what matter is.
- Students will describe and classify matter based on its observable properties.

Resources

- Content Assessment Master (page 16)
- Comprehension Check (page 17)

Science Background

Matter is anything that takes up space and has mass. It is everywhere. Land is made of matter. Water is made of matter. The air we breathe is made of matter, too.

There are five states of matter. Three of those states—solid, liquid, and gas—are discussed in this article.

A solid is a type of matter with a definite shape. This is possible because the molecules and atoms in the substance are not allowed to move around much.

The molecules and atoms in a liquid can move around a bit more. Because of this, liquids are fluid and take the shape of whatever container they are in.

Gases are everywhere, but they can be difficult to detect. In a gas, the molecules and atoms are much further apart. This allows the gas to float more freely. If you put gas in a container, its atoms and molecules will spread and fill the entire container evenly, regardless of the size or shape of the container.

If heat or energy is added, matter can change from one state to another. Unless a chemical change takes place, the atoms and molecules in the matter stay the same. The substance remains the same.

ENGAGE

Tap Prior Knowledge

Write the word **matter** on the board. Discuss what matter is. Challenge the class to identify 20 different examples of matter in the classroom.

EXPLORE

Preview the Lesson

Display pages 10-11 of the projectable magazine. Invite students to name everything they can see in the photo. List the items they name on the board. Tell the class that as they read the article they will learn what all of these things have in common.

Set a Purpose and Read

Have students read the article to understand what matter is and how to describe and classify matter based on its observable properties.

EXPLAIN

Understanding What Matter Is

Inform the class that matter is anything that takes up space and has weight. Discuss what that means. Then display pages 10-11 in the projectable magazine. Have students examine the list of objects they identified when they previewed the lesson. Poll the class to determine whether each object takes up space and weight. If necessary, challenge students to identify something they can't see in the photo. (air) **Say:** *You can't see air in this photo, but if you were there you would be able to feel it when it moved. Moving air is wind.* Display a balloon. Challenge students to explain how they could use the balloon to prove that air takes up space and has weight. (If you blow air into the balloon, the balloon inflates.)

A Day at the Beach

SCIENCE

EXPLAIN

(continued)

Describing and Classifying Matter

Give each student a copy of the Content Assessment Master. Draw students' attention to the descriptions listed at the top of the diagram. Discuss how these descriptions can be used to classify matter as a solid, liquid, or gas. Divide the class into small groups. Challenge students to list five objects other than air, sand, and water that they might find at the beach. Instruct them to make an X to show which descriptions match each object. Write *solid*, *liquid*, or *gas* to identify each type of matter. Regroup as a class to discuss the results. Point out that the final two descriptions should be checked for each object.

Ask: *What does this show?* (Each object is a type of matter.)

ELABORATE

Find Out More

Remind students that matter is anything that takes up space and has weight. Matter can be a solid, liquid, or gas. Point out that solids and liquids are easy to identify. But most gases are invisible, so they're harder to spot. As a class, conduct research to identify more examples of gases.

Extend Your Thinking About Matter

Tell the class that the writer used a beach setting to introduce them to different types of matter. Explain that he could have easily used another setting. As a class, list examples of solids, liquids, and gases the writer could have used if the article had been set in a desert, jungle, or polar region. Which examples different? Which ones are the same?

EVALUATE

Have students record their answers to the assessment questions in their science notebooks or on a separate sheet of paper.

- *What kind of matter is air?* (a gas)
- *Which type of matter flows freely?* (liquids)
- *Which type of matter has a definite shape?* (solid)

If you wish, have students complete the **Comprehension Check** to assess their knowledge of concepts mentioned in the article.

VOCABULARY ASSESSMENT: A Day at the Beach

Record each vocabulary word and its definition.

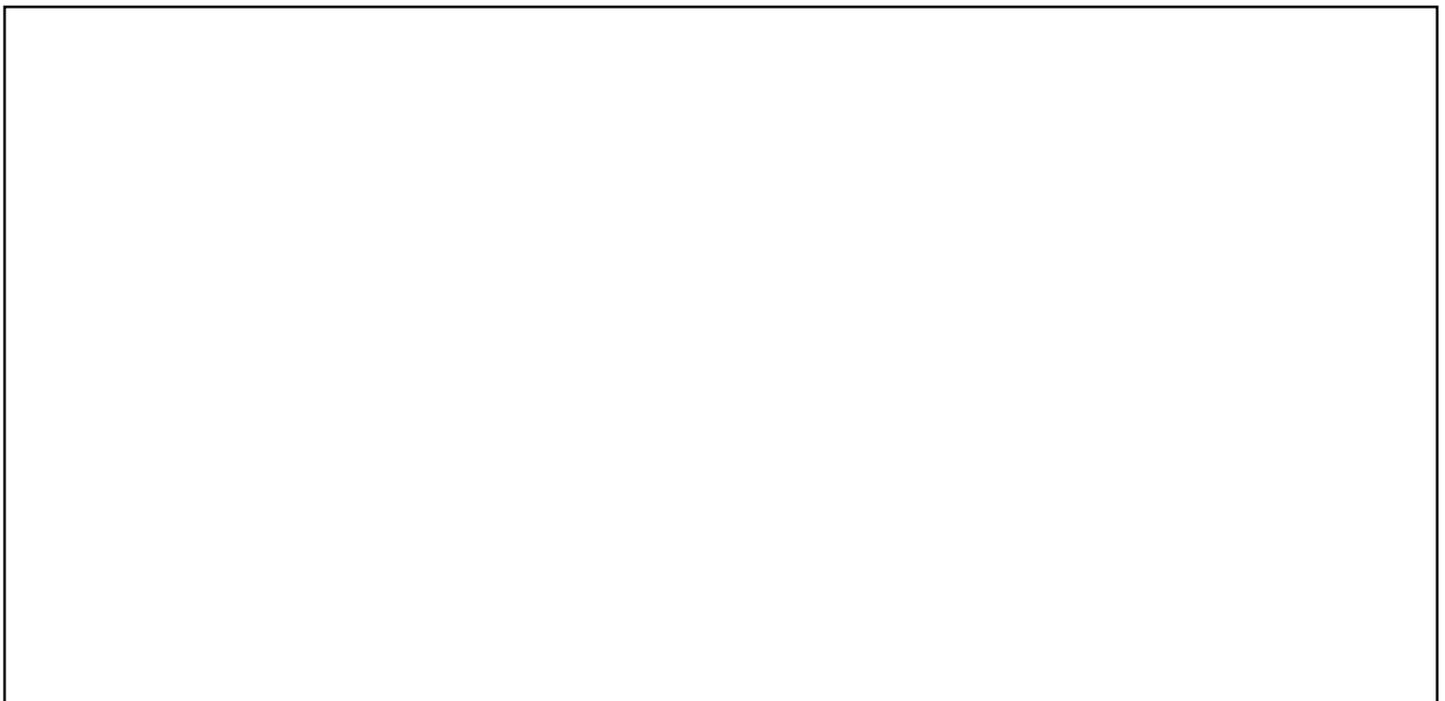
Word:
Definition:

Word:
Definition:

Word:
Definition:

Word:
Definition:

Draw a picture of a day at the beach. Label one example for each vocabulary word.



LANGUAGE ARTS ASSESSMENT: A Day at the Beach

Complete each sentence to explain why you think the writer wrote this article.

I think Richard Easby wrote this article to _____ readers.
(inform/persuade/entertain)

The first reason I think this is that _____
_____ .

The second reason I think this is that _____
_____ .

The main reason I think this is that _____
_____ .

These reasons prove he wrote the article to _____ readers.
(inform/persuade/entertain)

CONTENT ASSESSMENT: A Day at the Beach

List objects you might find at the beach. Check the descriptions that match each one. Then write *solid*, *liquid*, or *gas* to show what type of matter each object is.

Object	has no shape or size	fills all the space around you	takes the shape of its container	can be poured	has its own shape	takes up space	has weight	Type of Matter

COMPREHENSION CHECK: A Day at the Beach

Read each question. Fill in the circle next to the correct answer or write your response on the lines.

1. What is matter?

- A anything that takes up space and flows freely
- B anything that has a definite shape and has weight
- C anything that takes up space and has weight

2. Which type of matter has no shape or size?

- A solid
- B liquid
- C gas

3. Which type of matter has its own shape?

- A solid
- B liquid
- C gas

4. Which type of matter takes the shape of its container?

- A solid
- B liquid
- C gas

5. List an object found at the beach. Tell if it's a solid, liquid, or gas. Explain how you know.

LANGUAGE ARTS

Objectives

- Students will use context clues to understand the meaning of unfamiliar words.
- Students will ask and answer questions about chameleons.
- Students will explain concepts based on information in the text.

Resources

- Vocabulary Assessment Master (page 22)
- Language Arts Assessment Master (page 23)

Summary

- The article “Chameleons” examines how adaptations help chameleons survive in their environment.

BUILD VOCABULARY AND CONCEPTS

- **blend in**
- **communicate**
- **reptile**

Display the vocabulary words on a word wall or on the whiteboard. Tell students that when they read they will come across words they don't know. Explain that context clues can help them understand what these words mean. Context clues include items such as the sentences before and after an unknown word and photographs on the page.

Give each student a copy of the **Vocabulary Assessment Master**. Instruct students to record each vocabulary word. Then have students scan the article to locate each bold word within the text.

As a class, find text and photo clues from the article that are related to each vocabulary word. Instruct students to record the clues. Then instruct each student to record his or her own idea about what each word means.

Invite volunteers to read aloud the definitions in the Wordwise feature on page 23. Have students share the definitions they wrote. As a class, compare each example to the definitions in the glossary.

READ

Inform students that the purpose of this article is to introduce them to chameleons and the unique adaptations that help them survive.

Explain to students that good readers ask questions before, during, and after they read. They ask questions, in particular, when they encounter something they don't understand or something they want to learn more about. Usually, they can find the answer in the text.

Remind students that many questions begin with the same six question words: *who*, *what*, *where*, *when*, *why*, and *how*. Then display pages 16-17 of the projectable magazine. Model how to ask and answer questions. **Say:** *When I look at these pages, it's impossible to miss the animal in the photo. What kind of animal is it?* Point out the headline and read it aloud. **Say:** *This is a chameleon. I've seen a chameleon before. Chameleons are a type of lizard. But the chameleon I saw didn't look like this. Why is this one so colorful?* Point out the subhead and read it aloud. **Say:** *This chameleon must be communicating. I wonder what it's saying. And what other unique adaptations do chameleons have? To find answers to those questions, I'll have to read the article.*

Give each student a copy of the **Language Arts Assessment Master**. Explain to student how they can use the worksheet to record questions and answers before, during, and after they read the article.

As a class, brainstorm questions students have about chameleons. Demonstrate how to record the questions in the appropriate section of the worksheets. Then have students read the article on their own. As they do, instruct them to record additional questions and any answers they find in the text. Regroup after reading. As a class, brainstorm questions students still have about chameleons. Challenge students to find the answers in the text.

LANGUAGE ARTS

TURN AND TALK

Have students turn and talk to discuss what they learned about how adaptations help chameleons survive in their environment. **Ask:** *Which body part helps chameleons communicate?* (skin) *What does it do to help them communicate?* (changes color) *What is a chameleon saying if its skin is brightly colored?* ("Stay away!") Discuss how the ability to change skin color helps chameleons survive

- **Ask and Answer Questions** Remind students that asking and answering questions is a strategy to help them understand what they read. **Say:** *Even the best readers come across words or ideas they don't understand. Asking questions is the first step toward figuring those things out. If you ask questions, you know which answers to search for as you read and re-read the text.* Have students share and compare their **Language Arts Assessment Masters** with a partner. Do they have the same questions? Did they find the same answers? If not, encourage them to identify where in the text they found the answer and make any corrections necessary.

- **Explain Concepts** After reading the article, **say:** *One way to see if you understand information is to try to tell someone else about the topic. If you can't explain the concept, you might need to read the article again.* Have students turn and talk to explain to a partner how a chameleon's adaptations help it survive. Prompt discussion with questions such as: *How is a chameleon's tongue adapted to help it catch prey?* (It's very long and moves very quickly.) *What is unique about a chameleon's eyes?* (They are cone-shaped, can swivel in all directions, and can look in different directions at the same time.) *What are a chameleon's feet and tail adapted to do?* (It's feet help it grab onto branches. It's tail helps it balance.)

WRITE AND ASSESS

You may want students to write about what they learned to assess understanding. Encourage students to reflect upon what they read and how it affected their ideas about the topic.

- *What body parts help a chameleon walk on branches? How?*
- *Which adaptation do you think is most important to a chameleon? Why?*
- *What surprised you about what you read?*

SCIENCE

Objectives

- Students will know that a chameleon's skin can change colors.
- Students will recognize a chameleon's body parts and understand how they are used.

Resources

- Content Assessment Master (page 24)
- "Chameleons" poster (Teacher's Edition)
- Comprehension Check (page 25)
- "Chameleons" Interactive Whiteboard (optional)

Science Background

Chameleons are reptiles that mostly live in the rain forests and deserts of Africa and the Middle East. There are more than 150 different species.

Chameleons have several adaptations that help them survive. One is their long, sticky tongues. A chameleon's tongue can whip out at a rate of nearly 21 kph. When it hits the intended prey, it forms a small suction cup that pulls the prey in.

Chameleons live in trees and bushes. Their feet and tails help them stay in place. A chameleon's toes are divided into groups. These groupings allow chameleons to grab branches as they walk. Their prehensile tails coil around branches so they can balance.

Chameleon eyes are cone-shaped and can rotate and focus in different directions at the same time. They can see their entire surroundings.

The ability to change color is a chameleon's most notable adaptation. Chameleons can't change any color they want to, and contrary to popular belief they don't form a perfect match with their surroundings. But they do change color to communicate or in response to changes in mood or temperature. Nerve impulses and hormone changes in their four layers of skin cause color cells to expand or shrink. This creates the colors and patterns we see.

ENGAGE

Tap Prior Knowledge

Ask students if they've ever seen a chameleon. Have them describe what the chameleon looked like and what it was doing. Challenge them to explain why they think the chameleon looked and acted this way.

EXPLORE

Preview the Lesson

Display pages 16-17 of the projectable magazine. Tell students to examine the photo and text. **Ask:** *Who or what is this article about?* (chameleons) *What does this chameleon look like?* (scaly, very colorful) Inform students that chameleons don't always have bright colors. They can change the color of their skin. This is an adaptation that helps them survive. Tell students that they will read about other body parts that help chameleons survive as they read the article.

Set a Purpose and Read

Have students read the article in order to recognize chameleons' body parts, understand how they are used, and learn how they help chameleons survive where they live.

EXPLAIN

Understanding Chameleon Skin

Display the photo on page 18 of the projectable magazine. Inform students that the two chameleons in the photo are the same species. **Ask:** *Why do they look so different?* (They're different colors.) Read aloud the information in the introduction. Have the class vote to determine which chameleon won the fight. (the top one) Challenge students to explain how they know. (It has brighter colors.) Remind the class that chameleons can use their skin to communicate. **Ask:** *If the bottom chameleon is saying "I give up," what do you think the top chameleon is saying with its bright colors?* Encourage students to share their ideas.

SCIENCE

EXPLAIN

(continued)

Recognizing Chameleon Body Parts

Display the "**Chameleons**" poster. Invite a volunteer to read aloud the information related to the chameleon's tongue. **Ask:** *What is different about a chameleon's feet?* (It's twice as long as the chameleon's body.) *How does a chameleon's tongue move?* (very fast) *What does a chameleon do with its tongue?* (snap up prey) As a class, review the remaining captions. Have students identify each body part and discuss what it does. Then give each student a copy of the **Content Activity Master**. Have students draw and color a picture of a chameleon. Using the poster as a guide, tell students to insert a caption that identifies each body part and tells what it does.

ELABORATE

Find Out More

Display page 21 of the projectable magazine. Zoom in on the image of the chameleon's toes. Point out that a chameleon's toes function like a person's thumb and fingers. Use this similarity to help the class understand how a chameleon is able to grab branches with its feet. As a class, conduct research to find examples that illustrate how a chameleon's other body parts work.

Extend Your Thinking About Chameleons

Remind students that chameleons can change the color of their skin. But their normal skin colors match the place where they live. **Ask:** *How would changing colors help a chameleon survive? Why would it also be important to blend in with the environment?* Encourage students to share their ideas.

EVALUATE

Have students record their answers to the assessment questions in their science notebooks or on a separate sheet of paper.

- *What is a reptile?* (a cold-blooded animal that lays eggs and has scales)
- *Why does a chameleon's foot look like a mitten?* (It has groups of toes.)
- *How does color help a chameleon stand out?* (horns, bumpy noses, and spikes)

If you wish, have students complete the **Comprehension Check** to assess their knowledge of concepts mentioned in the article. You may also wish to examine the optional **Interactive Whiteboard** lesson that accompanies this article.

Name _____

Date _____

VOCABULARY ASSESSMENT : Chameleons

Record information from the article about each vocabulary word .

Word			
Text Clues			
Photo Clues			
What I Think the Word Means			
Definition			

Name _____

Date _____

LANGUAGE ARTS ASSESSMENT: Chameleons

**Record questions you have about chameleons before, during, and after reading the article.
Search for answers in the text.**

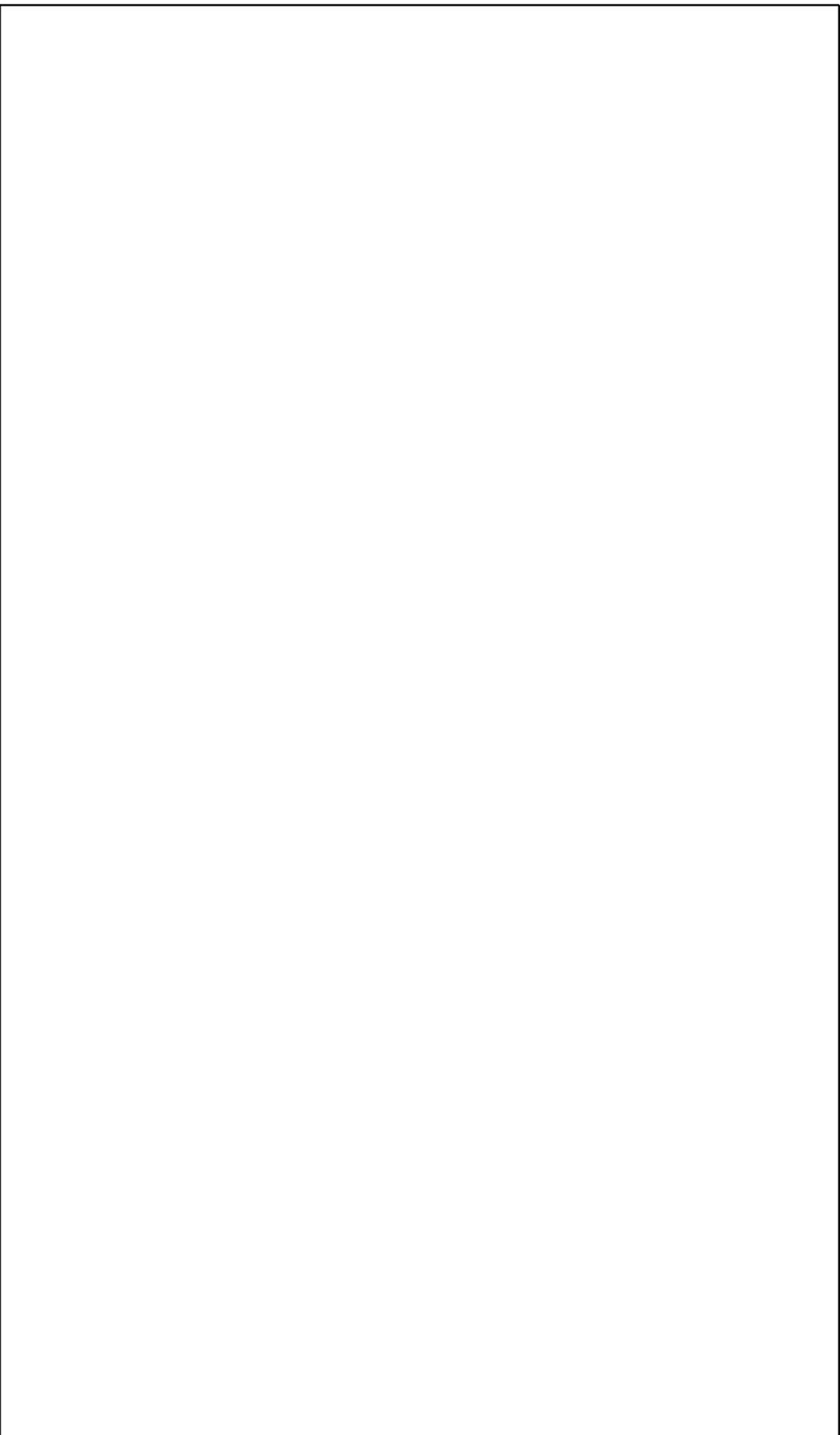
	Questions	Answers
Before		
During		
After		

Name _____

Date _____

CONTENT ASSESSMENT: Chameleons

Draw and color a picture of a chameleon. Write captions that identify each body part and tells what it does.



COMPREHENSION CHECK: Chameleons

Read each question. Fill in the circle next to the correct answer or write your response on the lines.

1. What does "communicate" mean?
A to look like what is around you
B to give information about something
C to have scales

2. What do chameleons use to communicate?
A feet
B tail
C skin

3. Which chameleon body part is long and sticky?
A eye
B nose
C tongue

4. What kind of animal is a chameleon?
A reptile
B mammal
C amphibian

5. Describe one chameleon body part. Tell what it does.

ANSWER KEY

Beaver Builders

Assess Vocabulary, page 6

Students should record the words and definitions from the Wordwise feature on page 9.

dam: a structure that is built across a river to stop water from flowing

domed: shaped like a dome, with a round roof or ceiling

lodge: the place where a beaver lives

predator: an animal that eats other animals

Sketches will vary depending on students' interpretations of each word. Evaluate each response for accuracy.

Assess Language Arts, page 7

Students should record one fact from the article directly related to each text feature.

Assess Content, page 8

Students should write a complete sentence telling how four different living things change the place they live. They should explain how the organisms change the land, water, or both.

Comprehension Check, page 9

1. B; 2. B; 3. C; 4: A; 5: The flow of water stops. A deep pond forms before the dam.

A Day at the Beach

Assess Vocabulary, page 14

Students should record the vocabulary words from the Wordwise feature on page 15.

gas: a substance, like air, that is neither a solid nor a liquid

liquid: a substance, that is neither a gas nor a solid, that flows freely

matter: anything that takes up space and has weight

solid: a substance with a shape; not a gas or a liquid

Students should draw a picture of a day at the beach and include labels identifying one example of each vocabulary word.

Assess Language Arts, page 15

Students should select one purpose and write it in the blank to complete the first sentence. They should identify three valid reasons for their choice. They should write the same purpose in the final sentence.

Assess Content page, 16

Answer will vary depending on which objects students select. They should correctly identify each object as a solid, liquid, or gas depending on the properties described.

Comprehension Check, page 17

1. C; 2. C; 3. B; 4: A; 5: Answers will vary depending on which objects students select.

Chameleons

Assess Vocabulary, page 22

Students should record the words and definitions from the Wordwise feature on page 23.

blend in: to look like what is around you

communicate: to give information about something

reptile: a cold-blooded animal that lays eggs and has scales

Text clues, photo clues, and students' definitions will vary. Evaluate each response for accuracy.

Assess Language Arts, page 23

Students' questions will vary, but all questions should relate to the article. All answers should come directly from the text.

Assess Content, page 24

Students should draw a picture of a chameleon and include captions identifying and describing the function of the skin, feet, tail, eyes, and tongue.

Comprehension Check, page 25

1. B; 2. C; 3. B; C: A; 5: Answers will vary depending on which body part students select.